



# UNBC School of Education Terrace Campus Newsletter February 2018

B.Ed. Teacher Candidates at the UNBC Literacy Fair

## 2018 UNBC Literacy Fair

This year's UNBC Literacy Fair was an event arranged and hosted by our student teachers in the Bachelor of Education program for youth in the primary/elementary level. The event lasted from 2:00 pm to 4:30 pm on February 7<sup>th</sup> at the UNBC Terrace campus (4837 Keith Ave). All K-8 students and their caregivers, as well as teachers and their families, were welcome.

The B.Ed. program includes courses in literacy education, and this event constituted part of our student teachers' assignments. They designed stations to provide children from the community, of all learning styles and skill levels, with valuable learning experiences and enjoyable activities. The stations covered all the areas of language arts, including speaking, reading, listening, writing, viewing, and presenting. They provided youth with the opportunity to participate in crafting, drama, mystery, yoga, writing stories, and games. Our student teachers were present to assist the children with their activities, and there was a lot of material for youth to take home as well as door prizes and snacks.

## Come Join Us On Campus!

**February 12**  
Family Day,  
University Closed

**February 14**  
Public Presentation:  
Mique'l Dangeli  
12:00 – 1:00 pm  
Room 103

**February 13 – 16**  
Mid-Semester Break

**February 19 – March 9**  
EDUC 391 Practicum

**February 22**  
Last day to withdraw from  
January Semester courses  
without academic penalty,  
50% tuition refund

**February 25**  
UNBC Free Public Skate  
2:00 – 3:30 pm @ Sportsplex  
Includes skate rentals,  
and hot chocolate



### Carly Nabess

Bachelor of Arts in Anthropology, UNBC

Student Coach Tutor, UNBC

Member of the Métis Nation of BC (MNBC)

Hello,

My name is Carly Nabess - "Student Coach Tutor" at UNBC. I have a certificate in Fine Arts, a diploma in Social Service Worker Program, and a bachelor's degree in Anthropology. As your "Student Coach Tutor," I provide students with face-to-face academic support with one or more of the following:

- **Academic planning; • Presentation skills; Study skills;**
- **Research skills & Reading strategies • Managing stress;**
- **Accessing learning resources; • Time management; • Computer skills;**
- **Tips for online resources and managing online classes;**
- **Helping the students improve their academic reading and writing skills**  
(e.g., **grammar, punctuation, writing, referencing, comprehension, and reading strategies**)

*Note: My service does not provide discipline-specific tutoring or marking. Students may be directed to other UNBC resources for assistance (e.g., Academic Success Centre, Student Advising, etc.).*

I look forward to working with you!

**Student Coach Tutor**  
**Office hours: Tuesday-Thursday at 1:00-7:00pm**

Phone: 250.615.5578  
Email: nabess@unbc.ca

# Happy Valentine's Day

## Recent Faculty Publications

Lautensach, A.K. 2018. Learning for Biosphere Security in a Crowded, Warming World. *The Ecological Citizen* 1(2): 171-178. <http://www.ecologicalcitizen.net/pdfs/v01n2-10.pdf>

**Abstract:** Among all the pressing needs for educational innovations that humanity faces today, arguably the most imperative is the need to elicit the learner's active involvement in a 'Great Transition' that addresses the global ecological overshoot and the unraveling ecological situation within the biosphere. An effective Transition curriculum must transcend the conventional discourse about 'security', 'sustainability', 'progress' and 'growth' and counteract the anthropocentric conditioning that pervades mainstream educational practice. This paper outlines some major learning outcomes that such an ecocentric curriculum would entail. Political expediency demands that this difficult course change be accomplished with a minimum of friction and confrontation and a maximum of pedagogical efficacy. Strategies include: paying explicit attention to ethics by starting with widely shared values; encouraging critical questioning; proactively extending a scientific worldview that embraces empathy and beauty in nature; and openly and critically engaging with the hidden curriculum – the implicit messages that learners receive through discourse, media and social environments inside and outside of school. Thus, the anthropocentric notions of property, entitlement and superiority can be subverted and displaced through a gradual process of questioning and extending of ideas by the learner. Learning environments that are becoming increasingly multicultural offer challenges and opportunities in this endeavour.

Lautensach, A.K. & S.W. Lautensach. 2018. The Great Transition to Vegetarianism as an Ethical Imperative: Five Arguments. Virtual video presentation for the 14th International Conference on (environmental, cultural, economic & social) Sustainability 17-19 January 2018 Cairns, AUS. 2018 Theme: "Forging Solidarity: Collective Sustainability Solutions in a Fragmenting World." <http://cgpublisher.com/conferences/412/proposals/116/index.html>

**Summary:** We propose that one essential requirement for the Great Transition to sustainability is the widespread reduction of carnivory in favour of vegetarian lifestyles. Even though this endeavour runs counter to present worldwide trends in consumer behaviour, we argue that it will be vital for the Transition if one wishes to maximise the human population that the biosphere can sustain as well as their ecohealth. In contrast to previous appeals of this kind, we synthesise five distinct lines of arguments presented from different disciplines into a coherent case. They are based on environmental toxicology, personal well-being, global justice, animal welfare, and ecosystem conservation, respectively. They are based on the reality of a rapidly changing global environment in the Anthropocene, a still increasing global human population and its demands, and declining resources. Those factual arguments are complemented by several lines of ethical reasoning arising from widely accepted tenets of bioethics that support the imperative of this behaviour change and its urgency. Our discussion addresses obstacles, barriers, and solutions.

**Video:** [https://www.youtube.com/watch?v=7AHW36u5C-8&list=PL4aU\\_rN1Tal\\_ymbSGA5mUmDCMonZWADBw](https://www.youtube.com/watch?v=7AHW36u5C-8&list=PL4aU_rN1Tal_ymbSGA5mUmDCMonZWADBw)

### Linda's Links:

<https://www.teachengineering.org/>  
 "...is a searchable, web-based digital library collection comprised of standards-based engineering curricula for use by K-12 educators to make applied science and math come alive through engineering design in K-12 settings. Access is FREE to resources such as activities, lessons, units, and maker challenges".

[http://www.cangeoeducation.ca/resources/learning\\_centre/matrix.asp](http://www.cangeoeducation.ca/resources/learning_centre/matrix.asp)

Specific lesson plans under the "Oceans" theme: Aboriginal Highways, Coral Reefs Web Quest, Play-dough Maps, Storm Drains for Wise Brains.

